Former University of Maryland University College President Gerald Heeger said, "Online education is possibly the biggest event in American intellectual life in the past 40 years. What's happened is that a critical mass of intellectual capital in the country has moved outside the academy." (Bowler, 2003, p. 3). In the past 15 years, online education has exploded. In 2002, only 9.5% of students took a course online. In 2015, 33% of students took courses online (Babson Survey Research Group).

While many faculty and administrators think that distance/online education is new, it is actually a very old form of course delivery. The first distance course was advertised in 1728. Over the next two hundred years, distance education went through many formats including radio, mail, telephone, television and video. In 1981, the Open University of England used a rudimentary whiteboard system. By 1994, the first commercial learning management system (LMS) was developed and universities began to offer online courses. Changes in federal financial aid rules following publication of the "no significant difference" study led to traditional institutions introducing online courses.

So online learning is not really new, and it is here to stay. How do we prepare faculty to teach online? Teaching online requires a philosophical shift for most faculty. The often-stated truism is that the instructor is no longer the "sage on the stage" but the "guide on the side." That was true in the early days of online learning as we transitioned from traditional face-to-face, lecture-forward classrooms. However, the pedagogy of online teaching and learned has now been informed by research and even early online adopters need to refresh and update. Technology does not replace the art and skill of teaching; teaching online requires the development of new skills to produce a new art.

In this presentation, I will use the wit and wisdom of *Alice in Wonderland* to explore some secrets and some not-so-secrets about online teaching and learning. I will differentiate between face-to-face and online teaching and will review the pedagogy of online teaching. I will share my over 20 years of online experience about the benefits and drawbacks of venturing online. I will share my best practical advice on design and pedagogy for those venturing into online teaching and learning.

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